DOCUMENT RESUME

ED 324 415 CE 055 853

AUTHOR Kallembach, Sheri C.; And Others
TITLE Teen Parents: Selected Resources for Vocational Preparation.
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Aug 90
CONTRACT V051A80004-89
NOTE 60p.; For related documents, see CE 055 852-854.
AVAILABLE FROM NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (order no. MDS-110: $2.25).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; Ancillary School Services; *Early Parenthood; Educational Administration; *Educational Resources; Pregnancy; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience; *Youth Problems

ABSTRACT

This document provides annotated listings of resources for state and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving teen parents. While it is not intended to be an exhaustive listing of all available resources, materials included are representative of the field. Publications listed include 17 in program administration, 2 in curriculum and instruction, 8 in comprehensive support services, 3 in formalized articulation and communication, 5 in occupational experience, 19 representing general background literature concerning teen parents, and 5 additional resources. Names, addresses, phone numbers, and descriptions of 15 newsletters; 18 agencies, associations, and organizations; 8 centers for educational information and services; 4 information clearinghouses; 2 computer-based information networks; and 7 databases are included. An appendix provides addresses for publishers of the publications listed. Title and author indices are included. (CML)

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TEEN PARENTS: SELECTED RESOURCES FOR VOCATIONAL PREPARATION

Compiled by

Sheri C. Kallembach

With Assistance from

Maureen Coyle-Williams and Mary Glaeser

Technical Assistance for Special Populations Program (TASPP)
University of Illinois

National Center for Research in Vocational Education
University of California, Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

August, 1990

MDS-110

CE053853

This publication is available from the:

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455

800-637-7652 (Toll Free)

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A80004-89
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P.L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director:	Charles S. Benson
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	$5,744,000
Disclaimer:	This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
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PREFACE

One of the most complex and serious problems facing the nation today is adolescent pregnancy. This problem impacts the present population, but more importantly, future generations as well. Education and career opportunities for teenage parents are drastically limited because of untimely parenting. In response to this challenge, the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education has produced *Teen Parents: Selected Resources for Vocational Preparation*. This resource guide is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving teen parents.

The following materials pertaining to serving teen parents in vocational education are included in this document: relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix.

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PROGRAM ADMINISTRATION

Strategies and Resources

Capuzzi, D., & Gross, D. R. (Eds.). (1989). ***Youth at risk: A resource for counselors, teachers and parents.*** Alexandria, VA: American Association for Counseling and Development.

Pregnancy, substance abuse, and suicide are only a few of the many life-changing behaviors being adopted by substantial numbers of today's teenagers. Add physical abuse, sexual abuse, low self-esteem, eating disorders, depression, AIDS, and dropping out of school and it becomes obvious that many young people are at risk of not fulfilling their potential. To aid professionals who deal with these problems every day, this book is designed for counselors, teachers, administrators, social workers, and any other professionals involved in training and teaching future helping professionals. The book includes strategies for prevention and treating stress, anorexia, bulimia, gang warfare, teen pregnancy, suicide, and dropping out, with dozens of detailed case studies and proven interventions. Sources and resources are also identified for handling modern adolescent problems. (394 pages; $26.95 AACD members, $29.95 non-members)

Family Support Act Implementation

The Coalition on Human Needs. (1989, March). ***The Family Support Act: An early implementation guide.*** Washington, DC: Author.

The purpose of this manual is to identify and recommend early implementation goals pertaining to the Job Opportunities and Basic Skills (JOBS) program and other related issues for the Family Support Act (FSA) of 1988. Because some states are already taking an active role in deciding how to implement the new law, the Coalition on Human Needs decided to write this manual even though final federal regulations have not yet been issued. A second edition of the manual will be released once regulations are finalized, so information can be updated and improved.

The guide can be used to inform advocates, service providers, community-based organizations, and administrators of important implementation practices to adopt when structuring programs in their states. Specific policy stances are recommended and research data and case examples are provided which document the rationale for the policy stance. Areas covered include planning and evaluation processes; work, education, and training activities; coordination between job training and economic development; child care; health care; minor parents; Aid for Families with Dependent Children/Unemployed Parent (AFDC-UP) family issues; and other

miscellaneous issues. Included in the appendices are FSA state contacts and state advocates contacts for the FSA. (100 pages)

Investment Strategies

Committee for Economic Development, Research and Policy Committee. (1987). ***Children in need: Investment strategies for the educationally disadvantaged***. Washington, DC: Author.

Designed as a blueprint for action at every stage of educational development—from infancy through adolescence—this report defines how to identify children who are at risk. It suggests methods of early intervention to prevent problems from developing, as well as remedial intervention once problems are encountered. The report illustrates these methods with concrete examples of successful programs at work throughout the nation. The report states that strengthening the federal leadership's commitment to assisting children in need is crucial at this time in order to guide reform efforts and to inspire participation from the varied segments of our national community. Policymakers are urged to adopt a three-part strategy for reform: (1) prevention through early intervention—programs that focus on children from birth to age five and on teenagers who are most at risk of premature parenthood; (2) restructuring the foundations of education—changes that are needed in the structure, staffing, management, and financing of schools; and (3) retention and reentry—targeted programs that combine comprehensive educational, employment, health, and social services for students still in school and for dropouts. (86 pages, $10.50)

Displaced Homemakers

Displaced Homemakers Network. (1985). ***Displaced homemaker's guide to the Carl Perkins Vocational Education Act of 1984***. Washington, DC: Author.

The main purpose of this guide is to familiarize displaced homemakers with the provisions of the Carl D. Perkins Vocational Education Act of 1984. The first part of the guide details the Perkins Act's funding for the following areas: sex equity coordinator, single parents and homemakers, sex bias and stereotyping, adult training and retraining, employment development, and career guidance and counseling. The Perkins Act's provisions pertaining to state administration are discussed followed by a section dealing with various provisions of Title II of the Perkins Act, including vocational education opportunities and vocational education program improvement, innovation, and expansion. Described next are special programs authorized in Title III, and national programs authorized in Title IV. Miscellaneous provisions of the Perkins Act are discussed, including programs for disadvantaged persons, coordination with the Job Training Partnership Act (JTPA),

grants, supplanting, failure to comply with the law, and local appeals. A list of steps that displaced homemaker advocates should take regarding the Perkins Act is included. (19 pages)

Program Planning

Dougherty, B., & Lindner, A. (1989). ***Resources for strengthening teen pregnancy and parenting programs.*** Madison: University of Wisconsin-Madison, Vocational Studies Center.

This document contains information and materials for staff who are beginning programs as well as those who are maintaining programs. This resource identifies programming barriers, needs, and strategies; provides a program inventory and needs assessment instrument; and includes a catalog of current program resources. Educators successful in working with these students and administering programs generated the content for this publication. (118 pages, $12.00)

Evaluation

Dunkle, M. C. (1985, August). ***Adolescent pregnancy & parenting: Evaluating school policies and programs from a sex equity perspective.*** Washington, DC: Council of Chief State School Officers, Resource Center on Educational Equity.

This guide addresses pregnancy and parenting and provides educational institutions covered by Title IX (as well as other agencies concerned with sex-discriminatory treatment of pregnant and parenting adolescents) with assistance in identifying and eliminating biased or discriminatory practices. It is noted while efforts to eliminate barriers to education for pregnant and parenting students should not end with Title IX, evaluating Title IX compliance may be a good starting point. As a step-by-step guide for assessing sex-equitable treatment of pregnant and parenting students, the following issues are covered: admission of pregnant and parenting students to programs and activities; treatment of pregnant and parenting students in regular programs and activities; treatment of pregnant students in special or separate schools, classes, and programs; and availability and quality of pregnancy-related health services. Included in the appendices are a summary of Title IX and charts to help in providing detailed guidance in obtaining and analyzing information for assessing equity in programs, policies, and services. (56 pages)

Dropout Prevention

Earle, J., Fraser, K., & Kysilko, D. (1987). ***What's promising: New approaches to dropout prevention for girls.*** Alexandria, VA: National Association of State Boards of Education.

Programs and state policy initiatives that show promise in helping young women complete their education are described in this paper. Ten specific recommendations for helping at-risk girls and examples of programs utilizing these approaches are included. This report is the second in a series of two papers on at-risk females and promising approaches to helping them stay in school. The first paper, *Female Dropouts: A New Perspective*, was published in the spring of 1987 and describes the particular causes and consequences of female dropout. (33 pages, $6.00)

Dropout Prevention

Earle, J., Roach, V., & Fraser, K. (1987). ***Female dropouts: A new perspective.*** Alexandria, VA: National Association of State Boards of Education.

This report describes findings on issues, programs, and policies related to girls and dropout prevention. Why girls are at risk, why they drop out, the consequences of dropping out, the components of good programs, and a series of policy options for local- and state-level personnel are included. This report is the first in a series of two papers on at-risk females and promising approaches to helping them stay in school. The second paper, *What's Promising: New Approaches to Dropout Prevention for Girls*, includes recommendations for state and local action to address the female dropout problem. (23 pages, $3.00; available from WEEA Publishing Center, Newton, MA)

Policies Development

Foster, S. E. (1986). ***Preventing teenage pregnancy: A public policy guide.*** Washington, DC: The Council of State Policy and Planning Agencies.

This book offers a practical guide to governors and their staffs in developing policies to prevent teenage pregnancies. It explores many of the innovative programs created by concerned policymakers throughout the United States, providing critical assessment of policies which work.

Seven major categories of intervention opportunities are detailed: (1) improve knowledge and attitudes about sex and contraception; (2) make birth control services and devices conveniently and confidentially available; (3) improve educational and occupational experiences; (4) improve family relationships or develop positive relationships between teenagers and adult figures; (5) improve self-confidence, self-esteem, communication, and decision-making

skills; (6) reduce risk-taking behavior; and (7) provide adequate income support to counter the effects of poverty.

By targeting services to those most at risk and by considering pregnancy prevention strategies in the context of other state initiatives, states can make effective use of scarce resources and realize a significant impact on the reduction of teenage pregnancies. (132 pages, $11.95)

Program Planning

Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. (1988, January). ***Building opportunity: Training manual for teenage single parent programs.*** Macomb, IL: Curriculum Publications Clearinghouse.

This manual begins with background information on adolescence, teenage single parenting, and the services necessary to adequately serve teenage single parent needs. Next, the manual describes procedures which may be used to identify teenage single parents and clarify their special needs. Information necessary for establishing a teenage single parent program is provided. Program planning and development, program implementation, and program evaluation are emphasized. (112 pages, $9.50)

State and Local Initiatives

Kimmich, M. H. (1986, October). ***An agenda for state action: How to develop and implement adolescent pregnancy initiatives at the state and local level.*** Washington, DC: National Governors' Association.

This paper, third in a series on adolescent pregnancy, is divided into two parts. Part I explores those factors which influence the development of a statewide comprehensive, coordinated adolescent pregnancy initiative. Part II explores the critical components of an implementation strategy at the local level. Among the central issues in implementing service programs to at-risk, pregnant, and parenting teens are delivery of a broadly-defined set of comprehensive services, including primary prevention, as well as supportive services from numerous agencies; creation of local networks of service providers to ensure the availability of comprehensive services to the teen population; utilization of case managers to broker and secure services for individual teens according to their needs; and evaluation of the impact of the services not only on individual teens, but also on communities as a whole.

There is a clear role which national organizations such as the National Governors' Association can play to facilitate identification of successful implementation practices and to disseminate such information among states interested in initiating or

improving their service programs for at-risk, pregnant, and parenting teens. (26 pages, $3.00)

Effective Program Components and Methods

Linder, A. F. (1987). ***Staff user guide for teen parent program planning and implementation.*** Madison: University of Wisconsin-Madison, Vocational Studies Center.

This guide accompanies the *Career Survival Kit for Teen Education and Employment Curriculum*; however, it is designed to be a source of information for other teen parent programs as well. Effective program components and methods for serving teen parents as well as guidelines for using the curriculum are included. The emphasis of the curriculum is to help students develop the necessary skills for achieving positive personal growth and economic independence. A bibliography listing information and resources available to staff working with teenage parents is included. (141 pages, $12.00)

Guidelines for School Completion Strategies

McGee, E., & Blank, S. (1989). ***A stitch in time: Helping young mothers complete high school.*** Washington, DC: Academy for Educational Development.

Designed for educators, service providers, community activists, and others concerned with seeking to develop programs and strategies responsive to the needs of pregnant and parenting students, this book fills a gap in the literature on teenage mothers and education. It offers a review of what is known about the current situation of pregnant and parenting students and how schools and school districts are responding to them. It summarizes information gathered through a survey conducted by the Academy for Educational Development's Support Center for Educational Equity for Young Mothers. The book provides guidelines on how to initiate a district-wide or school-based strategy for helping young mothers complete high school. It contains clear recommendations on how educators, youth service providers, and community activists can work together to reduce institutional barriers to school completion by pregnant and parenting students. (70 pages, $10.00)

Programming and Service Approaches

Nickel, P. S., & Delany, H. (1985). ***Working with teen parents: A survey of promising approaches.*** Chicago, IL: Family Resource Coalition.

This handbook is designed to give readers an insight into the kinds of interventions which seem to make a positive difference in the experiences of young parents, to disseminate new ideas about programming and service approaches, and to be a resource guide for those who are planning services in this area. In attempting to do this, the experiences of nearly forty programs serving teenagers are highlighted. The following emerged as general characteristics common to the most effective programs: comprehensive services, long-term support, assertive outreach, involvement of significant others, high value on staff relationships with teens, building opportunities, prevention of unwanted pregnancy, and planning for the future. The handbook is organized into the following five chapters, each one focusing on a different characteristic of successful programs: Making Connections; The Context for Service: Special People, Special Places; Program Content for Developing Opportunities; Building Community Support Systems; and Before the Fact. General, program, and prevention resources are also included. (139 pages)

Program Planning for State Education Agencies

Partee, G. (1988, August). ***Strategies for increasing the achievement and attainment of at-risk Hispanic females through vocational education.*** Washington, DC: Council of Chief State School Officers, Resource Center on Educational Equity.

This report is intended to be used by state education agencies in structuring or funding programs, providing technical assistance to local districts, developing resources and materials, and planning strategies to increase the participation of minority females in nontraditional vocational education programs. It contains the results of a survey of state education vocational education directors and vocational sex equity coordinators in twenty-seven states and the District of Columbia to identify model programs and approaches in vocational education at the middle and secondary school levels which target the special needs of at-risk Hispanic females. Several programs which target at-risk Hispanic females are presented. Program components and practices associated with improved academic and employment outcomes for these students are discussed. Recommendations for policymakers in vocational education and sex equity vocational education programs are included. (25 pages)

Vocational and Employment Services

Polit, D. (1986). ***Building self-sufficiency: A guide to vocational and employment services for teenage parents.*** Jefferson City, MO: Humanalysis.

A summary of the current provisions of vocational and employment-related services to teen parents is provided in this handbook. Topics covered in the chapters include advantages and disadvantages of employment services for teen parents, coordination and funding, employment-related program components, program design, daily operations, and policy perspectives. It includes descriptions of exemplary programs across the nation and provides a list of additional programs that gave assistance in the preparation of the manual. (130 pages, $6.00)

Program Planning

Weiner, R. (1987). ***Teen pregnancy: Impact on the schools. A special report from the Education Research Group.*** Alexandria, VA: Capitol Publications.

This publication is designed to help school administrators set up or revise teen pregnancy and parenting programs in their schools. Chapter One analyzes the results of a survey of some seven hundred school administrators on their attitudes toward the teen pregnancy problem. Chapters Two and Three discuss what schools are now doing for pregnant and parenting teens. Five case studies representing successful programs are presented. (91 pages, $29.95)

CURRICULUM AND INSTRUCTION

Career Orientation and Preparation Course

Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. (1987, July). ***Career orientation and preparation for teen parents curriculum***. Macomb, IL: Curriculum Publications Clearinghouse.

Information concerning a course in career orientation and preparation for teen parents is provided in this curriculum. The course focus is on non-traditional occupations and reflects current labor market trends. The contents include the course purpose and objectives, a review of the initial class, flyers and forms, careers study and tours information, specific course content, and resource lists. (112 pages, $6.50)

Employment Assistance Activities

McGee, E. (1985, September). ***Training for transition: A guide for training young mothers in employability skills***. New York, NY: Manpower Demonstration Research Corporation.

Intended for those who seek to strengthen the employment assistance available to teen mothers, the aim of this guide is to assist staff in structuring activities in which young mothers are trained to make the most effective use of the services available to them. It is designed to help young mothers become effective job-seekers and successful employees.

Training for Transition describes several kinds of learning opportunities that trainers can use in preparing young mothers for employment, lists resources for developing activities, and describes thirty-six group employability training sessions and nine staff training sessions. Handouts are included. (94 pages, $12.00)

COMPREHENSIVE SUPPORT SERVICES

Career Development Issues

Burge, P. L. (1987). ***Career development of single parents***. Columbus: Ohio State University, ERIC Clearinghouse on Adult, Career, and Vocational Education.

This paper, based on a literature survey of the current status of and successful programs for single parents, should be of interest to adult, career, and vocational education practitioners working with single parents, as well as to researchers and policymakers who deal with the issues related to one-parent families. The first part of the paper assesses the size and nature of the target group and presents a profile of one-parent families. Components of successful programs that provide appropriate career development for single parents are described in the second part of the paper. Recommendations for future program development and policies are also provided. (40 pages, $5.25)

Comprehensive Approach

Lindsay, J. W., & Rodine, S. (1989, November). ***Teen pregnancy challenge, Book one: Strategies for change***. Buena Park, CA: Morning Glory Press.

Increasingly, local communities are recognizing the seriousness of the teen pregnancy challenge. Because the causes of teen pregnancy and parenting are complex, approaches to solutions are varied. The most effective programs exist when caring individuals and agencies combine their resources and energies in a cooperative, comprehensive approach to serve young people and their families. The National Organization on Adolescent Pregnancy and Parenting (NOAPP) is a membership organization of service providers and community leaders at the local and state level who work diligently to prevent too-early childbearing. NOAPP's aim is to prevent the negative consequences of early childbearing by providing appropriate intervention services to pregnant and parenting teens and their families. This book, the first of a two-volume set, provides specific step-by-step guidelines for developing adolescent pregnancy prevention and care programs. It also presents a discussion of the broad range of activities needed to run a program: documenting the need; gaining community support; finding funding; planning the program and setting; designing the content; evaluating results; marketing strategies which include reaching out to clients, public relations within the community, and advocacy on the local, state, and national levels; and sustaining the program. Examples of diverse local community programs are included to illustrate the concepts presented. The appendix also includes a list of resource organizations to contact for further information and technical assistance. (254 pages; cloth, $19.95, paper, $14.95)

Comprehensive Program and Services

Lindsay, J. W., & Rodine, S. (1989, November). ***Teen pregnancy challenge, Book two: Programs for kids.*** Buena Vista, CA: Morning Glory Press.

This book, second of a two-volume set, describes, often through the words of the people involved, a wide variety of programs ranging from teaching parents how to talk to their preschoolers about sex to caring for the next generation—the children of teenage parents. The authors state that care must be provided for teen parents and their children. Without intervention services, the costs of allowing those young families to flounder in poverty and despair are simply too high. At the same time, prevention of too-early pregnancy must have high priority. Certain features of selected programs are described to demonstrate the possibilities for helping young people. Service providers describe their programs, sharing the frustrations and the rewards of working in the teen pregnancy arena. A brief summary of the societal pressures that teenagers face—with the many messages that encourage sexual acting out—makes it easy to understand the importance of a non-judgmental attitude if we are to help these young people toward healthy, productive lives. Programs in the community and in the schools are described which stress sexual abstinence or the delaying of sexual intercourse for teenagers. One chapter focuses on working with already-sexually active youth, another on health, social service, and education programs for pregnant teenagers. The special needs of teenage parents and their children are covered through a wide variety of program options. Descriptions of age-appropriate prevention programs in schools and communities all bear out the fact that the success of such programs depends on empathic staff with some appreciation of the problems teens face. Also stressed is the need for comprehensive services including health care, job-training, transportation, and various kinds of counseling. Included in the appendix are a list of resource programs and contact persons, state contacts, and an annotated bibliography. (254 pages; cloth, $19.95, paper, $14.95)

Comprehensive Services

Polit, D., Kahn, J., & Stevens, D. (1985, April). ***Final impacts from Project Redirection: A program for pregnant and parenting teens.*** New York, NY: Manpower Demonstration Research Corporation.

This document is the final impact report on Project Redirection, a service program directed to young, low-income pregnant and parenting adolescents. The program focused on a highly disadvantaged group of teens and offered a comprehensive range of services, including the utilization of community volunteers as role models and guides, Individual Participant Plans (IPPs), and peer group sessions. Short-term objectives for the program's participants

included the attainment of a high school diploma or a GED certificate, the acquisition of employability and job skills, improved infant and maternal health, delay of subsequent pregnancies, and the acquisition of life management skills such as family planning and parenting skills. In addition to evaluating the impact of Project Redirection on its participants, this report suggests ways in which service programs should be strengthened and extended so that they may make a lasting difference. (299 pages, $12.00)

Comprehensive Program

Polit, D., Quint, J., & Riccio, J. (1988, October). ***The challenge of serving teenage mothers: Lessons from Project Redirection***. New York, NY: Manpower Demonstration Research Corporation

This updated version of a 1985 monograph includes new findings on Project Redirection, a program to ameliorate the problems of childbearing among economically disadvantaged adolescents. This report relates the results of the program's impact at the five year point. Included in this report are a review of the consequences of teenage pregnancy, information on the Redirection approach, a discussion of operational expenses, and a review of the methodology and findings of the impact study. The report summarizes considerations for policymakers, program planners, and funding agencies concerning the current and future prospects of pregnant and parenting adolescents. A series of case studies is presented to illustrate the Project findings. (32 pages, $8.00)

Comprehensive Model Program

Quint, J., & Guy, C. (1989, January). ***New chance: Lessons from the pilot phase***. New York, NY: Manpower Demonstration Research Corporation.

This report assesses the pilot phase of the New Chance program. The program offers intensive, comprehensive, long-term services to young mothers, seventeen to twenty-one years old, all of whom are poor and most of whom are Aid for Families with Dependent Children (AFDC) recipients and high school dropouts. Program services, which center on education, occupational skills training, parenting and health education, childcare, and counseling, aim at improving the effectiveness of participants both as wage earners and as parents. Specifically, the program seeks to help participants advance their education, acquire vocational skills, find and keep jobs that offer fringe benefits and opportunities for advancement, reduce their dependence on public assistance, postpone further childbearing, become more effective parents, develop better health habits, and become better users of health care.

Another program objective is to foster the social, emotional, cognitive, and physical development of participants' children. This

report contains a description and an evaluation, as well as conclusions and recommendations regarding the model. (141 pages, $12.00)

STEP Model

Sipe, C. L., Grossman, J. B., & Milliner, J. A. (1987, April). ***Summer Training and Education Program (STEP): Report on the 1986 experience. Executive summary.*** Philadelphia, PA: Public/Private Ventures.

The need to identify effective ways of improving the basic skills of disadvantaged youth has become an increasingly urgent and widespread concern throughout America. The STEP model aims to increase basic skills and lower dropout and teen pregnancy rates by providing poor and under-performing youth with remediation, life skills, and work experience during two consecutive and intensive summer programs, with ongoing support and personal contact during the intervening school year. It builds on and enriches existing public services such as work experience provided by the federal Summer Youth Employment and Training Program (SYETP) and education provided by public school resources. Thus, the model requires only moderate additional expenditures to implement.

STEP was designed and initiated by Public/Private Ventures in 1984. The model was tested in a five-site national demonstration that includes a four-year operational phase and research activities that extend for an additional five years. STEP's operational experience and test results seem to confirm both the feasibility and importance of extended educational programming for high-risk students. Finally, the STEP experience to date demonstrates the feasibility of public education and employment-training institutions working together to provide innovative, multidimensional, and effective programming for high-risk youth. (12 pages, no charge)

Comprehensive Program

Weatherley, R. A., Perlman, S. B., Levine, M., & Klerman, L. V. (1985, September). ***Patchwork programs: Comprehensive services for pregnant and parenting adolescents*** (Monograph No. 4). Seattle, WA: Center for Social Welfare Research.

This monograph describes and discusses a study examining the development and maintenance of comprehensive programs for pregnant and parenting adolescents. Ten local programs in four states were studied.

The monograph is divided into three parts. Part one sets forth the study design and methodology. Several alternative definitions of

comprehensive services including the definition used in the study are presented. Part two presents case studies of program development in each of the ten localities studied, with Part three presenting the findings and conclusions of the study. Constraints to program development and strategies to overcome constraints are also discussed. (264 pages, $13.00)

FORMALIZED ARTICULATION AND COMMUNICATION

Collaboration

Riccio, J., & Council, D. L. (1985, September). ***The Teen Parent Collaboration: Strengthening services for teen mothers.*** New York, NY: Manpower Demonstration Research Corporation.

This report evaluates the replication of Project Redirection, a program geared toward teen mothers, in conjunction with another demonstration project geared to young fathers. The parallel projects were jointly called the "Teen Parent Collaboration." Describing the Project Redirection approach and the research issues in the second demonstration, it concludes that the project can be adapted to existing school-based programs and can be offered in rural as well as urban communities. Also discussed are the recruitment and retention of teens and volunteers, participation rates as compared to the first demonstration, and the sites' prospects for public and private support. (12 pages, $2.50)

Intercollaborative Process

Riccio, J., Goldman, B., Hamilton, G., Martinson, K., & Orenstein, A. (1989, April). ***GAIN: Early implementation experiences and lessons. California's Greater Avenues for Independence program.*** New York, NY: Manpower Demonstration Research Corporation.

This report, the second of a series on the GAIN program in the five-year study, analyzes the program's early operations in eight of the first ten counties to implement it. It examines participation in the program and how the counties created service delivery systems and case management methods to operate GAIN.

California's GAIN program changes the conditions for receiving Aid to Families with Dependent Children (AFDC) by requiring that large numbers of recipients engage in activities designed to move them into jobs and off welfare. Recipients who meet certain criteria are expected to participate continuously (for as long as they remain on welfare) in a program sequence that usually begins with basic education for those who lack either a high school diploma or basic skills. In contrast, mandatory programs in most other states have imposed only short-term obligations, and none has made such extensive use of education. The report relies on field research, a survey of program staff, and program casefile records to analyze the first sixteen to twenty-four months of GAIN operations in these counties. ($12.00)

Collaboration

Rodriguez, E., McQuaid, P., & Rosauer, R. (1988, February). ***Community of purpose—Promoting collaboration through state action*** (Publication No. AR-88-1). Denver, CO: Education Commission of the States.

This paper is the fifth of an Education Commission of the States' series focusing on the problems of youth at risk of not making a successful transition to adulthood—that is, the dropout, the underachiever and other young people who end up disconnected from school and ultimately from society. The topic of the paper is collaboration, both interagency and public/private. Collaboration is defined as an ongoing meeting between and among schools, state agencies, state and local government, and community organizations to resolve a common problem. This paper is designed to highlight elements of established collaborative programs in the United States. The paper is meant to raise awareness of the contribution that collaborative efforts can make in programs targeted for youth at-risk. The goal is to force state policymakers to see the utility of incorporating collaboration into their youth at-risk strategy. Some of the issues of at-risk youth are raised through the examination of some ongoing statewide collaborations. In addition, there is some exploration on how states in general can capitalize on existing resources. Appendices include a list of collaborative projects with addresses and contact people designed around the following youth at-risk issues: academic, comprehensive, foster care, dropout, early childhood, employment, health, juvenile justice, substance abuse, and teen pregnancy. (108 pages, $8.50)

OCCUPATIONAL EXPERIENCE

JTPA Impact

Jobs Watch Project. (1985, January). ***Job Training Partnership Act and women. Jobs Watch Alert.*** (ERIC Document Reproduction Service No. ED 252 644)

The question of how women are faring under the Job Training Partnership Act (JTPA) has received little attention. Of particular concern is whether or not JTPA is reaching and serving those subgroups of women in poverty such as displaced homemakers and AFDC (welfare) mothers who face particularly difficult barriers to employment and self-sufficiency. U.S. Department of Labor officials claim that the program has been successful for these groups, citing high levels of participation by women and welfare recipients in JTPA. But an analysis of State JTPA plans from the perspective of women's needs, recent returns from an independent assessment of JTPA impacts, and some reports from the field, suggest some serious deficiencies in JTPA's performance for women, particularly for those most in need of assistance. (16 pages)

Welfare Employment Initiative

Martinson, K., & Riccio, J. (1989, May). ***GAIN: Child care in a welfare employment initiative. California's Greater Avenues for Independence program.*** New York, NY: Manpower Demonstration Research Corporation.

As part of Manpower Demonstration Research Corporation's (MDRC's) ongoing evaluation of GAIN, this study provides new information about child care usage, experiences, and preferences among welfare recipients active in GAIN and entering employment. This report, the third in the series on the GAIN program, addresses the child care experiences and perceptions of single parents in California's comprehensive welfare employment initiative—the GAIN program. Enacted in 1985, the GAIN legislation requires that each of California's fifty-eight counties offer applicants to and recipients of Aid to Families with Dependent Children (AFDC) a range of employment-related services in a complex program model, usually beginning with basic education or job search and also including vocational education and training. Participation in GAIN is mandatory for two groups: single parents with school-age children (most of them mothers) and the principal wage earner in two-parent families (most of them fathers). Single parents with preschool-age children may also volunteer for the program. ($12.00)

Welfare Employment Initiatives

The National Coalition on Women, Work and Welfare Reform. (1986, August). ***Perspectives on women and welfare employment.*** Washington, DC: Wider Opportunities for Women.

This first Coalition publication was developed to alert local and state advocates to the presence of the Coalition and to share the perspective of the Coalition on the strategies local advocates or policymakers might use in considering proposed or ongoing welfare employment initiatives. A list of additional resources on the issue are offered at the close of this publication, along with a list of groups and individuals with expertise and interest in welfare employment issues. Many of the Coalition's member organizations have developed and are developing additional resource materials on aspects of the employment of low-income and welfare women. (20 pages, $5.00 pre-paid)

Successful Employment Assistance Programs

Quinn, T., & Reinfeld, M. (Eds.). (1985). ***A time for transition: Teenage parents and employment.*** New York, NY: National Child Labor Committee.

The failure of social institutions to meet the needs of teenage parents and the issues involved in helping them achieve economic independence are examined in this report. The result of a two-year project, "Economic Self-Sufficiency for Teenage Parents," employment assistance programs for teenage parents throughout the nation were studied to determine which elements of design and operation make them successful and how these elements can be replicated. The study reviews existing programs and profiles successful approaches. Recommendations for effecting local and national change in service delivery policy are discussed. The report is intended for practitioners, community leaders, and policymakers who deal with the problem of teen pregnancy and childbirth in their community. Additional resources are also included. (33 pages)

Employment Opportunities

U.S. Department of Labor, Women's Bureau. (1986). ***Employment-focused programs for adolescent mothers.*** Washington, DC: Author.

This program guide discusses the economic impact of teen pregnancy as it relates to issues of poverty, unemployment, and welfare assistance. It presents model programs that address the employment-related needs of young mothers. It is intended for use by community-based organizations and by local and state governmental units concerned with increasing the employment

opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful. Topics included in the chapters are the needs of teen mothers relevant to program design, essential program elements, program models, steps in developing a program for adolescent mothers, and conclusions and recommendations. (37 pages, no charge)

GENERAL BACKGROUND LITERATURE CONCERNING TEEN PARENTS

Background Characteristics

Abrahamse, A. F., Morrison, P. A., & Waite, L. J. (1988, January). ***Beyond stereotypes: Who becomes a single teenage mother?*** Santa Monica, CA: The RAND Corporation.

This report concentrates on three broad questions: (1) What background characteristics determine teenagers' risk of becoming single mothers? (2) Do family and religious influences temper those risks? and (3) What other kinds of influences may further modify risks?

Answers to these questions are derived from a statistical analysis of a large, nationally representative panel of thirteen thousand contemporary high school sophomore women. (These data are part of the ongoing High School and Beyond Panel, surveyed by the National Center for Education Statistics.) Findings suggest that programs aimed at lowering teen fertility rates should be tailored to specific groups of women, reflecting the particular characteristics and influences that affect them most. References are included. (88 pages, $7.50)

Family Support Act

American Public Welfare Association. (1989). ***New partnerships: Education's stake in the Family Support Act of 1988.*** Washington, DC: WTG.

This statement on Public Law 100-145, the Family Support Act of 1988, is co-authored by several organizations which represent policymakers, policy analysts, administrators, and welfare advocates. The publication highlights aspects of the Family Support Act (FSA) that are relevant to both the education and the public welfare communities, describes the opportunities that the FSA offers both systems in meeting their own and shared goals for populations at-risk, and emphasizes the importance and benefits of collaboration among education and the human services in implementing the FSA. The appendices include a summary of the major provisions of the FSA, an overview of the Aid to Families with Dependent Children (AFDC) Program, and a listing of resources for additional information and assistance. (31 pages, $1.00)

Teen Parenting Issues and Facts

Ascher, C. (1985, April). ***Pregnant and parenting teens: Statistics, characteristics, and school-based services*** (ERIC/CUE Trends and Issues Series No. 1). New York, NY: ERIC Clearinghouse on Urban Education. (ERIC Document Reproduction Service No. ED 267 150)

This paper summarizes several facts and issues related to teen parenting. Part one presents information on the following: youth at-risk of becoming parents, motivations and choices surrounding teenage mothering, consequences of teenage pregnancy and motherhood, adolescent fathers, and pregnant and parenting teenagers' expressed needs for services.

Part two highlights what is being done for pregnant and parenting adolescents and includes the following topics: types of services offered, school-based programs, admissions discrimination of pregnant and parenting students, mainstreaming versus separate programs, availability and quality of pregnancy-related health services, the effectiveness of programs for pregnant and parenting adolescents, and improving services through relating programs to the research. (28 pages, $6.00)

Reducing Teen Pregnancy

Ascher, C. (1985, December). ***Improving schooling to reduce teenage pregnancy*** (ERIC Digest No. 28). New York, NY: ERIC Clearinghouse on Urban Education.

After a brief overview of the problem of teenage pregnancy, a discussion of the following important factors in reducing adolescent pregnancy is provided: high goals, positive school experiences, and steady progress toward employment. Understanding that these broad educational strategies do not lessen the need for or effectiveness of school programs that directly address early pregnancy, the author implies that the cycle of teenage pregnancy can be broken by general educational improvement—that is, by offering a curriculum that leads to work and/or further schooling, and by helping students to succeed in school and achieve high goals. (1 page, no charge)

Inadequate Basic Skills

Berlin, G., & Sum, A. (1988). ***Toward a more perfect union: Basic skills, poor families, and our economic future*** (Occasional Paper 3). New York, NY: Ford Foundation.

This paper attempts to show how inadequate basic academic skills are intertwined with problems of youth employment and with dropping out of school, out-of-wedlock parenting, welfare dependency, and the decline in workforce productivity growth. In the first section, relations among macroeconomic trends, individual

earnings, family-formation patterns, and educational achievement are examined. The second section explores the basic skills crisis and identifies the intergenerational causes and consequences of inadequate basic skills. The third part presents a conceptual framework for thinking about the problem, describes effective programs, outlines a system for improving the quality of current programs and accountability of the institutions involved, and identifies the weaknesses in the nation's current educational and training institutions and systems. The final section suggests an agenda for future action. (99 pages)

Sex Equity

Cusick, T., & Wolfe, L. R. (1985). ***Fulfilling the promise: A guide to the sex equity provisions of the Vocational Education Act. PEER policy paper.*** Washington, DC: National Organization for Women, Project on Equal Education Rights.

This paper presents an analysis of the sex equity provisions of the Carl D. Perkins Vocational Education Act of 1984. It is intended to assist parents, students, educators, and activists to ensure that the provisions of the Perkins Act are fully implemented throughout the country. The two major purposes of the vocational education law are (1) to assist the states to expand, improve, modernize, and develop quality vocational education programs; and (2) to assure that persons who are inadequately served under vocational education programs have access to such programs, especially disadvantaged students, disabled students, men and women who are entering occupations that are not traditional for their sex, adults in need of training and retraining, homemakers, single parents, persons with limited English proficiency, and persons in correctional institutions. The provisions, comments on potential problems that may arise, and suggested actions that can be taken for each of the five major sections or titles of the statute are described. The final section of the paper lists four steps that sex equity advocates can take to ensure that the law is carried out at the state and local levels. (7 pages, $3.00)

Social Policy Recommendations

Ford Foundation, Project on Social Welfare and the American Future. (1989, May). ***The common good: Social welfare and the American future. Policy recommendations of the Executive Panel.*** New York, NY: Author.

This report, prepared by the Executive Panel after a three year study, offers a comprehensive set of specific recommendations for a thorough overhaul of social policy in America. The report examines the social welfare system as a whole. It also acknowledges the interdependence of all age groups and the fact that needs

change during the course of a lifetime. The Executive Panel found that although the social welfare system was essentially well-conceived, many aspects are now outdated or insufficient to meet the challenges and needs of millions of Americans. The panel proposed a comprehensive set of specific recommendations that together would fundamentally reform and modernize social policy in the United States. The report is organized according to the sequential stages of human life: infancy and childhood, young adulthood, the working years, and old age. Of special interest is the panel's examination of the problems disadvantaged teens face in making the transition from school to work and emphasized that growing numbers of young Americans are trapped by a web of interconnected problems: leaving school early, teen parenthood, welfare dependency, joblessness, delinquency, drug use, and an unstable family life. The report urges that current federal government spending for youth programs be sustained or, in some cases, restored, and urged local communities to take prime responsibility for designing and coordinating programs to prepare young people for the job market. A number of successful programs that can serve as models is described.

While it does not purport to offer quick or painless solutions to the problems and failures of the nation's welfare system, it does provide the framework for a national discussion and the development of a consensus on how to bring that system into line with the changing needs of American society. (102 pages, no charge)

Life Course Study

Furstenberg, F. F. Jr., Brooks-Gunn, J., & Morgan, S. P. (1987). ***Adolescent mothers in later life***. New York, NY: Cambridge University Press.

This study describes long-term variations in the careers of teenage mothers and looks at the situation of their children as they encounter adolescence. The data is the product of a longitudinal study of a sample of three hundred women and their children from Baltimore. These women were first interviewed in the mid-1960s, shortly after they became pregnant. The current study examines the differences in the life course of the young mothers in later life and their children in adolescence. (204 pages, $14.95)

Work Over Welfare Issue

Garfinkel, I., & McLanahan, S. S. (1986). ***Single mothers and their children: A new American dilemma.*** Washington, DC: The Urban Institute Press.

During the past twenty-five years, the proportion of children living in families headed by women has more than doubled from one in ten to more than one in five. Concern about this trend stems from the fact that these families are much more likely to be poor or to experience sharp drops in income than other families and from a belief that the children of single parents are less likely to be successful as adults than those who grow up in two-parent homes.

The trends discussed in this book have altered the public debate about poverty and the welfare system. Whether to give priority to reducing the economic insecurity of single mothers or to reducing their dependence and prevalence remains a vexing and poignant dilemma. The authors have coined this situation as "the new American dilemma."

The authors reject the idea that the welfare system has been a major reason for the rising number of mothers who head families; they nevertheless prefer work over welfare as the best solution to the "new American dilemma." A discussion of the potential effects of economic deprivation, father absence, and maternal employment is presented in this book as well as an examination of the effects of a number of recent policy changes on these single mothers with children. Based on recent experiences with voluntary as well as mandatory work programs, the authors are optimistic about the potential of employment and training initiatives to increase the earned income of mothers now on welfare. The authors end the book with a discussion of their own policy recommendations. These include the adoption of a new child support system, a conversion of the personal exemptions in the tax system to child-and-adult allowances, and a substitution of work for welfare as the primary source of income for women heading families. It is interesting to note that the recently enacted federal welfare reform bill (The Family Support Act of 1988) is consistent with policy recommendations in this book. (198 pages)

Forgotten Half

Grant, William T. Foundation Commission on Work, Family, and Citizenship. (1988, January). ***The forgotten half: Non-college youth in America.*** Washington, DC: Author.

This interim report on school-to-work transition includes the Commission's perspective on young Americans and its rationale for the goals and priorities in public policy and private practice found throughout the study. It covers the new economic realities which make it more difficult than ever for young people to make a

successful transition to self-sufficient family life or independent living. Chapters 3-7 contain an analysis of ways, both old and new, to improve the school-to-work transition, including a presentation of the Commission's case for additional public funding of proven programs for children and youth. (98 pages, $5.00)

Investing in Youth

Grant, William T. Foundation Commission on Work, Family, and Citizenship. (1988, November). ***The forgotten half: Pathways to success for America's youth and young families. Final report.*** Washington, DC: Author.

This report concludes the study of *The Forgotten Half: Non-College Youth in America.* The report reaches beyond the boundaries of school and work into the families and communities where young people learn the lessons and dreams of adulthood. It outlines the profound social and economic changes that have altered the shape and sometimes challenged the effectiveness of America's two central social institutions: family and community. The document features not only diagnoses for treating youth in trouble, but prescriptions to foster the healthy development of all youth and to prevent trouble from occurring. The Commission's perspective is straightforward: As partners in today's world, and shapers of tomorrow's, young people deserve our respect, as well as greater attention to their most pressing needs. The Forgotten Half particularly deserves greater public and private investments in its future—investments that will benefit all Americans. This report suggests four major strategies to help young people in the Forgotten Half regain hope for the future and make a successful entry into the adult world: (1) enhance the quality of youth-adult relationships, both in and out of the family; (2) expand community supports, with an emphasis on youth service and youth leadership activities, to help integrate all young people into their communities and the nation; (3) extend and improve current employment opportunities for more non-college-bound youth; and (4) take a long stride toward more equitable youth education and training policies with a proposed new Fair Chance: Youth Opportunities Demonstration Act. (202 pages, $5.00)

Policy Recommendations

Hayes, C. D. (Ed.). (1987). ***Volume I. Risking the future: Adolescent sexuality, pregnancy, and childbearing.*** Washington, DC: National Academy Press.

Adolescent pregnancy is widely recognized in our society as a complex and serious problem. For teenage parents and their children, prospects for a healthy and independent life are significantly reduced. There is widespread disagreement among political, educational, and religious leaders, as well as parents, about the problems of adolescent pregnancy and what to do about them. Despite

the magnitude of human and monetary resources that have been directed at tackling the problems of adolescent pregnancy, there has been no systematic attempt to assess the effects and effectiveness of alternative approaches in light of growing scientific understanding of early pregnancy and parenting. With support from a consortium of private foundations, the National Research Council Panel on Adolescent Pregnancy and Childbearing undertook a comprehensive examination of issues associated with teenage sexual and fertility behavior and reviewed what is known about the costs and benefits of alternative policies and programs to address these issues.

On the basis of two years of review, analysis, and debate, the panel has identified three overarching policy goals that provide a framework for specific conclusions and recommendations: (1) reduce the rate and incidence of unintended pregnancy among adolescents by enhancing the life options of disadvantaged teens, delaying the initiation of sexual activity, and encouraging contraceptive use for teens who are sexually active; (2) provide alternatives to adolescent childbearing and parenting, with abortion services—including decision counseling and contraceptive counseling for adolescents who choose to terminate their pregnancies—and the exploration of ways of strengthening adoption services—including decision counseling and development of effective models for providing comprehensive care to pregnant girls who choose adoption; and (3) promote positive social, economic, health, and developmental outcomes for adolescent parents and their children, including provision of appropriate health and nutrition services, contraceptive services to prevent subsequent untimely births, special education services, age-appropriate employment programs, and child care programs. For each of these goals, several strategies and specific intervention approaches have been presented. The strategies toward each goal are interdependent rather than mutually exclusive. The panel also recommends that evaluation to measure the costs, effects, and effectiveness of service programs be an essential component of intervention strategies. (337 pages, $21.95)

Career-Related Issues

Kerka, S. (1988). ***Single parents: Career-related issues and needs*** (ERIC Digest No. 75). Columbus: Ohio State University, ERIC Clearinghouse on Adult, Career, and Vocational Education.

The nature of single parenthood and the pre-employment and employment needs of displaced homemakers, adolescent mothers, and single fathers are presented in this ERIC digest. The characteristics of effective career development programs to meet those needs are highlighted. Additional references are also included. (1 page, no charge)

Teenage Pregnancy Research and Practice

McClellan, M. (Ed.). (1987). ***Teenage pregnancy.*** Bloomington, IN: Phi Delta Kappa Center on Evaluation, Development, and Research.

This publication is one volume in the *Hot Topic Series* developed by CEDR for administrators, board members, teachers, and paraprofessionals. It contains twenty-nine articles which represent the best research and practice based on information gathered from a poll of leading educational organizations. This volume is divided into five sections. Section one presents a current perspective on the problem and provides information that can be used to compare American data to that of other developed countries. Information about the characteristics of pregnant teenagers and their knowledge of reproduction, contraception, and child development is included in sections two and three. Physical and mental health problems for mothers and their babies as well as financial problems of parents who have often sacrificed their educations to bear and raise children are described in section four. Also included is material about the impact upon teenage fathers. Section five, Educational Programs, provides descriptive and evaluative information about several different kinds of programs that have been developed to educate teenagers about the effects of sexual activity. Both community and school-based programs are included. (282 pages, $20.00)

Sex Equity

National Coalition for Women and Girls in Education. (1988, April). ***Working toward equity. A report on implementation of the sex equity provisions of the Carl. D. Perkins Vocational Education Act.*** Washington, DC: Author.

This report examines how the sex equity provisions of the Carl D. Perkins Vocational Education Act have been implemented in sixteen states. It focuses on the implementation of the key provisions in the law that affect women and girls—the single parent and homemaker program and the sex equity program. The provisions examined are as follows: (1) administration of the 8.5% and 3.5% set-aside funds, (2) distribution/allocation of the set-aside funds, (3) use of community-based organizations, and (4) support services. The report also includes specific examples of programs and practices that demonstrate positive uses of the set-aside funds and recommended legislative changes. (39 pages)

Seminar and Literature Review

Ooms, T., & Herendeen, L. (1989, October). ***Teenage parenthood, poverty and dependence: Do we know how to help?*** Washington, DC: Family Impact Seminar, American Association for Marriage and Family Therapy.

This report includes two major sections. The first section contains highlights of a seminar held in Washington, DC, in October of 1989. The second section contains a statement of the scope of the problem. It also reviews the research literature on adolescent mothers in later life, the role of young fathers, and programs that help teenage mothers and young fathers. (29 pages)

Overview of Displaced Homemakers and Single Parents

Rothstein, F. R. (1987). ***A status report on displaced homemakers and single parents in the United States.*** Washington, DC: Displaced Homemakers Network.

The differences between displaced homemakers, single parents, and teen parents are defined and identified in this report. Each group is described in terms of demographic characteristics, age differences, employment, poverty, and educational status. The report examines and proposes changes in the development and support of policies and programs to meet the income, employment, and educational needs of each group. (46 pages, $16.50)

Education Reform

Smith, R. C., & Lincoln, C. A. (1988, July). ***America's shame, America's hope: Twelve million youth at risk.*** Chapel Hill, NC: MDC, Inc.

This report is an inquiry into the education reform movement of the 1980s with at-risk youth as the frame of reference. An at-risk youth is one who has left school or is predictably in danger of leaving school without the skills to be a productive and self-reliant citizen and to succeed in today's workplace and, hence, in society. Each year nearly one million youth drop out of school. At the same time, by 1990, three out of four jobs will require educational or technical training beyond high school. Although public recognition of the depth of the problem has begun to grow, during the 1980s the federal commitment to education declined in real dollars by twenty-three percent. At present, the federal commitment is sufficient to serve only one out of every five low-income children in need of pre-school education; two out of every five children in need of remediation; one out of every four children in need of bilingual education; and one out of every twenty youth in need of job training. State and local spending for public schools has increased; however, the bulk of this money has gone to improving teacher salaries and lengthening the school day or school

year. If one looks closely at the states and at the processes and programs in place, it becomes clear that in many places progress is being made—that is, that we know how to teach at-risk youth and that the means to this end turn out to work for all youth. This report underlines a belief that the most formidable barriers to assisting at-risk youth do not concern lack of money, but, rather, a failure to perceive them as in need of specific long-term attention, a resistance to institutional change at the state and local levels, and an absence of genuine leadership at the federal level. (65 pages)

Gender-Related Issues Concerning Dropping Out

Zane, N. (1988). ***In their own voices: Young women talk about dropping out.*** Washington, DC: PEER, The Project on Equal Education Rights of the NOW Legal Defense and Education Fund.

Based on interviews with seventy-five young women ages thirteen through nineteen in the Philadelphia school system, PEER examines gender-related reasons why females leave school. The study disagrees with the widely-held belief that schools are more sensitive to females than males.

While many of the reasons for leaving school cited by young women were family-related (pregnancy or taking care of other family members), equally as many were school-related (susceptibility to violence or inability to understand class material).

Many felt that teachers', counselors', and principals' expectations differed toward females. Women were expected to be more studious and better behaved than their male counterparts. Throughout all the interviews was one central theme—a desire by the women for respect and positive attention as a means to keep them in school. (22 pages, $6.95)

ADDITIONAL RESOURCES

Community-Level Programs

Feldman, L. L. (Ed.). (1988). ***Partnerships for Youth 2000: A program models manual.*** Tulsa, OK: National Resource Center for Youth Services.

This resource directory identifies community-level programs in support of youth and their families. Seventy-two programs from across the country are highlighted. The National Resource Center for Youth Services selected programs for inclusion in this directory which demonstrated community, private sector, and volunteer support; effectiveness in dealing with at-risk youth; operational stability; and coordination of local youth services. The directory is intended to provide information about the range of possible programs that have been designed to address local youth needs. (68 pages, no charge)

Directory for National Programs

Francis, J., & Marx, F. (1989). ***Learning together: A national directory of teen parenting and child care programs.*** Wellesley, MA: Wellesley College, Center for Research on Women.

Teen parenting and child care programs have been identified and profiled on a national scale in this directory. The programs listed are found in public schools, private community-based agencies, or in collaborative settings. Inclusion in the directory was based on the following criteria: provision of child care services for teen parents; parenting education; and other support services such as health, social services, and education or vocational programs. The programs are listed by state within seven regions of the country. The name of the contact person or program director is provided along with the address and phone number. A brief description is provided for each program, as well as the available services, number and ages of the children served, and funding and sponsorship information. Also included are appendices which provide listings of state coalitions, task forces, and key state contacts for adolescent pregnancy and parenting programs, national resource organizations, and a bibliography. (198 pages, $20.00)

Human Resources

Kallembach, S. C. (Comp.). (1989, May). ***The directory of human resources to better serve learners with special needs in vocational education.*** Champaign: University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

This directory contains names and addresses of contact persons in state and national agencies, associations, and organizations. The thirty-six page document also lists persons who may be contacted at clearinghouses, centers for educational information and services, curriculum centers, computer based information networks, and databases, as well as the names and addresses of appropriate university faculty. It is intended to help researchers, practitioners, policymakers, and others interested in expanding their network of resources concerning vocational education of learners with special needs. (36 pages, $.50; available from NCRVE Materials Distribution Service, Western Illinois University, Macomb, IL)

Interagency Resources

Mastny, A. Y. (Comp.). (1989). ***Linking schools and community services: A resource directory.*** New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

This resource directory was prepared as part of the project Linking Schools and Community Services. Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The directory lists organizations, individuals, addresses, and phone numbers for the following categories: adolescent pregnancy/teen parenting, child abuse and neglect/sexual abuse, child advocacy, dropout prevention, drug and alcohol abuse, sex education, health care, AIDS education, homelessness, mental health, and youth employment and training. (80 pages, no charge)

Local and National Programs

National Governors' Association. (1987, August). ***Task force on teenage pregnancy.*** Washington, DC: Author.

This work is divided into three parts, each of which provides specific resources for those who are initiating or expanding programs to prevent teenage pregnancy and serve parenting teens. Part I presents a listing of selected programs at the local level. Part II contains a guide listing federal programs, national funding levels, matching requirements, a description of conventional uses of the funds, and suggestions for other innovative uses. Part III includes additional resources, including a cartoon tabloid produced by the Georgia Office of Child Support Recovery, which communicates to teenagers the financial responsibilities associated

with having a baby. Other resources include an annotated listing of additional publications, programs, and curricula material. (57 pages, $7.50)

NEWSLETTERS

Newsletters, commonly written in a succint format, are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education.

Adolescent Pregnancy Prevention Clearinghouse Reports
Children's Defense Fund
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

These in-depth reports, published six times a year, provide information about problems facing the nation's teenagers and solutions to those problems. The reports provide sound data, descriptions of model programs, strategies for reaching youths at risk of adolescent pregnancy, and program management information for those operating youth-serving programs. ($23.95 per year, $4.50 per single issue)

CDF Reports
Children's Defense Fund
David Hefferman, Managing Editor
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

Published monthly, this newsletter provides information about programs, policies, and activities that make a difference for children. It delivers news from Capitol Hill, state legislatures, and from communities across America where people are working for children. It provides facts and data, organizing strategies, access to a national network of child advocates, and the latest developments in child poverty, education, teen pregnancy prevention, child welfare, youth employment, housing and homelessness, and other issues. ($29.95 per year)

CenterWork
National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

This newsletter provides information about NCRVE's activities, research, products, and available technical assistance. (no charge)

CONCERNS
Council of Chief State School Officers (CCSSO)
Resource Center on Educational Equity
400 N. Capitol Street, NW, Suite 379
Washington, DC 20001
(202) 393-8159

Articles on a broad range of education issues and policy concerns are included in this newsletter along with legislative updates. Also updates on projects which CCSSO funds concerning transition, LEP students, equity, and dropout youth. (no charge)

Educating At-Risk Youth
National Professional Resources, Inc.
P.O. Box 1479
Port Chester, NY 10573
(914) 937-8879

Written for schools, parent and professional groups, legislators, and public and private agencies, this monthly newsletter consolidates information on initiatives for at-risk youth. Published September through June, the content of the newsletter focuses on keeping service providers informed by presenting current issues, identifying national resources, and disseminating information about dropout prevention, substance abuse, adolescent suicide, teen pregnancy, incarcerated youth, immigrant students, and homeless young people. ($68.00)

Education Research Bulletin
Kathryn Perkinson, Editor
U.S. Department of Education
Outreach Staff
555 New Jersey Avenue, NW
Washington, DC 20208-5601
(202) 357-6558

Published by the Office of Educational Research and Improvement, this bulletin is designed to help keep recipients informed about what is happening in education. The latest information on education research, practice, statistics, and more will be released through this bulletin. (no charge)

Family Life Matters
The New Jersey Network for Family Life Education
The Center for Community Education
School of Social Work
Rutgers, The State University of New Jersey
Building 4087, Kilmer Campus
New Brunswick, NJ 08903
(201) 932-7929

Published three times a year, this newsletter contains information on teaching strategies for helping young people understand their sexuality, postpone sexual activity and avoid pregnancy, HIV/AIDS education, and issues that affect American family life. Current resources and summaries of research studies are also included. ($10.00 with individual membership)

FRC Report
Joan Silvern, Editor
Family Resource Coalition
230 N. Michigan Avenue, Suite 1625
Chicago, IL 60601
(312) 726-4750

Published three times a year, the *Report* is designed to both introduce and encourage an exchange of ideas about families. It provides model program descriptions, thought-provoking dialogues, reviews of outstanding work in the family resource field, discussions of legislative and policy perspectives, and strategies for raising funds and evaluating programs. (Included in $30.00 per year individual membership)

MAINSTREAM
Eleanor Bicanich, Project Director
Center for Vocational Personnel Preparation
Reschini House, IUP
Indiana, PA 15705

This newsletter is designed for vocational educators of students who are handicapped, disadvantaged, and limited English proficient and for coordinators of sex equity, single parent/homemaker, and teen parent programs, in addition to vocational educators and special education support personnel. Articles include information regarding state and federal legislation, teaching techniques and strategies, and state-initiated reports and activities. Also featured are successful programs, resources, and conferences. (no charge)

NOAPP NETWORK
National Organization on Adolescent Pregnancy and Parenting, Inc. (NOAPP)
Jeanne W. Lindsay, Editor
Washington, DC Area Office
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

Published quarterly for members of NOAPP, this newsletter highlights effective program models, local and state initiatives, upcoming events, new resource materials, and other important information concerning the problems resulting from teenage pregnancy and parenthood. ($25.00 with individual membership; $75.00 with organization membership)

Report on the Education of the Disadvantaged
Business Publishers, Inc.
Rosemary Enright, Editor
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

This biweekly newsletter contains pertinent information on Chapter 1, Chapter 2, vocational education, and other federal programs for disadvantaged children. It includes information on subjects related to the education of at-risk children such as parent and community involvement,

programs and methods, federal education measures, and staff and supply shortages. Other information includes reports on child nutrition, bilingual education coverage, stories on Head Start activities, coverage of major conferences and conventions, updates on special services for low-income students, alerts to important civil rights/desegregation news, and updates on the latest publications and reports in the field. ($197.00 per year plus first-class or air-mail postage)

TASPP BULLETIN
Carolyn Maddy-Bernstein, Editor
National Center for Research in Vocational Education
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

This newsletter strives to publish articles about current issues and topics, research, resources, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. (no charge)

Vocational Education WEEKLY
American Vocational Association
Dale Hudelson, Editor
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding and the reauthorization of the Carl D. Perkins Vocational Education Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four Issue Papers a year on critical topics affecting the field are sent in addition to the *Weekly* subscription. ($115.00)

Vocational Training News
Capitol Publications, Inc.
Lonnie Harp, Editor
1101 King Street
Alexandria, VA 22314-2053
(703) 739-6444

This newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. Other areas of coverage include illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. ($231.00 per year)

WorkAmerica
Alan Vanneman, Executive Editor
1201 New York Avenue, NW, Suite 700
Washington, DC 20005
(202) 289-2888

Published monthly by the National Alliance of Business, this newsletter provides the latest news and information on employment, education and job training, retraining, literacy, and related activities. It also provides reports on successful training programs and news on federal government actions. ($25.00 per year; single copy $2.50 plus $1.50 for postage and handling)

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

Academy for Educational Development: Support Center for Educational Equity for Young Mothers
Constancia Warren, Director
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

The Support Center was established to serve as a resource to policymakers, practitioners, and service providers working to improve educational opportunities for women who began childbearing before graduating from high school. Staff at the Support Center conduct research, produce reports, provide training, and offer technical assistance. The Support Center is a project of the School and Community Services division of the Academy for Educational Development. This division is committed to a notion of educational reform that stresses both excellence and equity. Much of its work focuses on four primary objectives: improving the access of poor youth to educationally sound programs, reducing school dropout rates, preventing adolescent pregnancy, and improving school-to-work transitions.

American Public Welfare Association (APWA)
Rick Ferreira, Policy Associate
810 First Street, NE, Suite 500
Washington, DC 20002-4205
(202) 682-0100

The APWA is a non-profit, bipartisan organization of individuals and agencies concerned about the effective administration and delivery of publicly funded human services. Members include all state and many territorial public welfare agencies, more than twelve hundred local and Federal agencies, and several thousand individuals who work in or otherwise have an interest in public welfare programs. The objectives of APWA are to promote the development of sound and progressive national human service policies and to strengthen the professional skills of persons employed in the human service field.

Individual members of APWA support the organization's policy agenda and receive the quarterly *APWA News* and *Public Welfare*, APWA's professional journal, as well as reduced rates on APWA's conferences. Agency membership in the APWA includes all of the state and territorial public human service departments and hundreds of local public human service agencies. Agency membership includes, in addition to the benefits of individual membership, a role in determining policy positions of the state and local councils and the annual *Public Welfare Directory*. State agencies also receive the monthly W-Memo.

American Vocational Association (AVA)
Charles H. Buzzell, Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational, technical, and practical arts education. The organization publishes the *Vocational Education Journal* and the *Update*, a newspaper for vocational educators.

American Vocational Association Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

The general purposes of the AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the SND which will

provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the SND keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs.

Center for Law and Social Policy (CLASP)
Alan W. Houseman, Executive Director
1616 P Street, NW, Suite 350
Washington, DC 20036
(202) 328-5140

The Center is a national public interest law firm that provides representation on family policy issues, including income support, education, child care, job training, and child support. Currently, they are carrying out a program for state implementation of the Family Support Act which focuses on the key child support and JOBS provision of the FSA.

Children's Defense Fund (CDF)
Karen J. Pittman, Director
Adolescent Pregnancy and Educational Improvement Division
122 C Street, NW
Washington, DC 20001
(202) 628-8787

CDF exists to provide a strong and effective voice for the children of America. The organization pays particular attention to the needs of poor, minority, and handicapped children and families. CDF's goal is to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. A private, non-profit organization supported by foundations, corporate grants, and individual donations, CDF maintains three state offices and reaches out to communities across America. Publications include the *CDF Reports* monthly newsletter, state reports, books, videos, and other tools for advocates.

Council of Chief State School Officers (CCSSO)
379 Hall of the States
400 N. Capitol Street, NW
Washington, DC 20001
(202) 393-8161

CCSSO is a nationwide non-profit organization of the fifty-six public officials who head departments of elementary and secondary education in every state, U.S. extra-state jurisdictions, and the District of Columbia. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public.

CCSSO maintains a Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English proficient (LEP), and low-income students. The Center staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. The Center also publishes a quarterly newsletter, CONCERNS, and holds an annual conference for state education agency equity specialists.

CCSSO is responsible for managing and staffing a variety of leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education.

Family Research Council (FRC)
601 Pennsylvania Avenue, NW, Suite 901
Washington, DC 20004
(202) 393-2100

This non-profit organization is a division of Focus on the Family. FRC's primary purpose is to ensure that the interests of the family are considered and respected in the formation of public policy. They carry out this function by lobbying, testifying on key legislation, and publishing written policy positions.

Manpower Demonstration Research Corporation (MDRC)
Judith M. Gueron, President
3 Park Avenue, MDRC
New York, NY 10016
(212) 532-3200

MDRC designs and studies programs intended to increase the self-sufficiency of disadvantaged people. MDRC evaluates existing programs; develops and evaluates new initiatives; provides state and local organizations with technical assistance; disseminates research findings in publications, conferences, meetings, government testimony, and other settings; and develops local and regional networks to share resources and thereby improve services. MDRC contributes to the effectiveness of educational, employment, and job-training programs in the United States. MDRC has conducted thirteen major national demonstrations that have tested the effectiveness of programs for welfare recipients, teen parents, school dropouts, and other disadvantaged groups.

National Alliance of Business (NAB)
1015 15th Street, NW, Suite 500
Washington, DC 20005
(202) 457-0040

NAB maintains a clearinghouse on employment and training resources. NAB, through representatives from government, business, education, and organized labor, works to solve the problem of structural, national unemployment. Regional offices conduct training and technical assistance programs to encourage employment in the private sector for the disadvantaged, needy youth, and displaced workers.

National Association of Vocational Education Special Needs Personnel (NAVESNP)
Evelyn Brooks, President
Athens Area Technical Institute
U.S. Highway 29 North
Athens, GA 30610
(404) 549-2360

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve handicapped, disadvantaged and LEP individuals. NAVESNP was organized with the following objectives: (1) to serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) to unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) to promote and maintain active leadership in vocational, career, and occupational education; and (4) to provide service to members of the association. Publications include *The Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters.

The National Organization on Adolescent Pregnancy and Parenting (NOAPP)
Kathleen Sheeran, Executive Director
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

NOAPP is a national network of diverse individuals and organizations who are dedicated to preventing adolescent pregnancy and problems related to adolescent sexuality, pregnancy, and parenting. It is the only broad-based national resource network whose sole agenda is focused on adolsecent pregnancy care and prevention issues. NOAPP works through its membership to provide information and resource sharing opportunities; to promote coordinated, comprehensive programs and policy efforts at all levels; to offer conferences and training events; to encourage coalition building activities at the national, state, and local levels; and to maintain a network which links people with people in

addressing these critical issues. In addition to serving as a resource center with data on programs and resources of NOAPP members, NOAPP provides a quarterly newsletter, the *NOAPP NETWORK*.

Planned Parenthood Federation of American
810 Seventh Avenue
New York, NY 10019
(212) 603-4656

Planned Parenthood's volunteers and staff provide medical, education, and counseling services nationwide. The organization's publications include pamphlets, books, audiovisual aids, educational resources, computer games, and other items. Accurate, well researched materials on every aspect of family planning are made available to clinics, schools, and hospitals, as well as doctors, lawyers, and journalists.

Project on Equal Education Rights (PEER)
Helen Neuborne, Executive Director
%NOW Legal Defense and Education Fund
99 Hudson Street, 12th Floor
New York, NY 10013
(212) 925-6635

PEER is one of the leading national advocacy groups for educational equity for women and girls of all racial and ethnic groups. Its National Affiliate Network links activists and educators in a national community of concern for the advancement of women and girls. PEER has conducted advocacy projects and research studies that raise serious questions about the link between gender stereotyping and dropping out of school, early parenting, continued occupational segregation, and the overall prospects for economic security and well-being of women and girls in this country. Project SISTER is PEER's effort to address the twin problems of teen pregnancy and school dropouts among young women. Publications include public policy options papers, the *Equal Education Alert* newsletter, and *PEER Reports*, a series of special reports on current critical issues.

70001 Training & Employment Institute
Larry Brown, President
501 School Street, SW, Suite 600
Washington, DC 20024
(202) 484-0103
FAX: (202) 488-7595

70001, a national, private non-profit corporation, operates a network of local sites and provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery. The Institute's constant objective is to help as many young people as possible capitalize on their abilities and prepare them for a lifetime of achievement. 70001 has developed programs that offer skills training, help to teen parents, literacy upgrading, and other activities to break the cycle of poverty that contributes to the dropout crisis. The Institute has made their research and projects findings available through their publications and dissemination of the *Update*, a monthly legislative and operations bulletin.

The Urban Institute
Susan Brown, Director of Public Affairs
2100 M Street, NW
Washington, DC 20037
(202) 833-7200
(202) 857-8702 (Public Affairs)

The Urban Institute is a non-profit policy and research organization which investigates social and economic problems confronting the nation and assesses government policies and programs designed to alleviate them. The Institute seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. Areas of research which are reflected in their publications include education, job training for teenagers, teen parenthood, immigration, and demographics.

Women's Equity Action League (WEAL)
Vocational Education Intern
1250 Eye Street, NW, Suite 305
Washington, DC 20005
(202) 898-1588

WEAL is a national membership organization working on women's economic issues through research, education, litigation, and legislative advocacy. Their publications reflect the ongoing research.

Wider Opportunities for Women (WOW)
Deborah Arrindell, Public Policy Director
1325 G Street, NW, Lower Level
Washington, DC 20005
(202) 638-3143

WOW is a non-profit organization which works nationally and in Washington, DC, to achieve economic independence and quality of opportunity for women and girls. WOW operates an employment and training program for low-income women. Its publications reflects its work on vocational education which includes advocacy and research on vocational education programs for women and girls.

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed provide information, resources, and referral services concerning issues relating to teen parent programs.

ACCESS ERIC
Department CCE
1600 Research Boulevard
Rockville, MD 20850
(800) USE-ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As an outreach component, ACCESS ERIC promotes ERIC services and products and acts as a referral service between the ERIC system and its users. This service helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC system publications. In addition, ACCESS ERIC is developing special database files available to the public. As a subscriber to this service, direct online access will be made available to data found in the following directories: ERIC Information Service Providers, Education-Related Information Centers, ERIC Conference Calendar, and ERIC Training Opportunities and Products.

Center on Education and Training for Employment (CETE)
Ohio State University
CETE Publications Office
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 (in Ohio)
(800) 848-4815
FAX: (614) 292-1260

CETE conducts applied research, evaluation, and policy analysis and provides technical assistance, leadership training and development, curriculum development, and information

services focused on public and private sector vocational, technical, and career education. The Center's common goal is to make employment related education more responsive to societal needs.

Center on Evaluation, Development, and Research (CEDR)
Phi Delta Kappa
Larry Barber, Director
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

CEDR disseminates information about current developments in educational research. Research findings are reported in publications, workshops, and seminars. CEDR emphasizes the practical applications of research, especially those findings that have implications for improvement of teaching and administrative skills. Publications include the *Hot Topics* series, containing many of the best reports or articles concerning a specific subject; monographs; research bulletins; and other various documents. Services and activities available from the Center include access to the CEDR database, an annual needs assessment to determine topics of interest to educators, workshops, seminars, and networking.

Family Resource Coalition (FRC)
Gail C. Christopher, Executive Director
230 N. Michigan Avenue, Suite 1625
Chicago, IL 60601
(312) 726-4750

The mission of FRC is to build support and resources within communities that help to strengthen and empower families and enable parents to foster the optimal development of their children. The Coalition provides technical assistance and/or training to individuals, agencies, and organizations interested in starting family support programs or enriching their existing services; to city, regional, and state officials developing family support and prevention initiatives; and to funders and grantmakers evaluating proposals or creating guidelines for funding family support/prevention services. Separately and with other organizations, FRC develops policy positions and legislation in issues affecting families. It maintains the only national clearinghouse on family support and parenting programs, and provides parents across the country with an information and referral service to help them locate programs close to their homes. Periodicals include the *FRC Report* and the *FRC Connection*.

The March of Dimes Birth Defects Foundation
Community Services Department
1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100

Dedicated to the prevention of birth defects through programs of research, education, and medical service, the March of Dimes is particularly concerned with educating the teenage population about the high risks associated with childbearing at this age. The programs seek to discover the causes, develop treatments, and ultimately prevent birth defects. Their publications, educational kits, and audiovisuals provide information for students, adults of childbearing age, and pregnant women. Professional education publications are also available.

Technical Assistance for Special Populations Program (TASPP)
Carolyn Maddy-Bernstein, Director
National Center for Research in Vocational Education
University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's goals are to provide comprehensive resource and referral services to practitioners,

researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; to initiate and support networks of professionals serving the vocational education needs of special groups; and to provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP Bulletin*, and a topical series, *TASPP Brief*, on critical issues and policy options; and developing appropriate materials for national distribution.

Vocational Education Resource System (VERS)
Tony Apolloni, Director
California Institute on Human Services
1801 E. Cotati Avenue
Sonoma State University
Rohnert Park, CA 94928
(707) 664-2416

Funded by the California State Department of Education, Career-Vocational Education Division, the purpose of VERS is to assist career-vocational educators, counselors, and administrators in California to improve and expand career-vocational education programs and services for students with special needs (handicapped, disadvantaged, LEP). VERS supplies consultants to teach educators how to locate needed resource information, assist educators in the identification of local school needs and in planning local school improvements, deliver assistance needed to implement local school improvements, and identify exemplary programs and promising practices.

VERS also supplies consultants to provide workshops, on-site visits, and telephone advising in program administration, instruction, finances, accountability, and grantsmanship.

Vocational and Occupational Information Center for Educators (VOICE)
560 J Street, Suite 385
Sacramento, CA 95814
(916) 445-0401

VOICE assists California vocational education teachers, administrators, students, and decision makers at all educational levels by providing instructional materials, including audiovisual materials, reference materials, textbooks, LAPs, transparencies, curriculum guides, and reports of studies and projects. VOICE, which also acts as a lending library, offers a computerized catalog concerning vocational education areas of interest, national search capabilities for materials and programs, and network capabilities through telecommunications. Among the topics VOICE responds to are curriculum, disadvantaged, research and evaluation, and special populations.

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving teen parents and adult single parents in vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

The Adolescent Pregnancy Prevention Clearinghouse
Children's Defense Fund (CDF)
Education and Adolescent Pregnancy Prevention Division
Sharon Adams-Taylor
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

The Adolescent Pregnancy Prevention Clearinghouse, established to collect information and report on successful models, programs, and strategies, is part of CDF's ongoing effort to prevent teen pregnancies and alleviate the range of problems facing adolescent- and female-headed households. It provides information and technical assistance on the issue of adolescent pregnancy prevention. The staff responds to calls and requests for information and clarification on the connection between adolescent pregnancy and broader life options, particularly in youth employment, health, child welfare, and education for youth. In addition to their work with community organizations, individuals, and local teen pregnancy programs, the Clearinghouse helps state, national, and regional organizations and institutions.

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
Susan Imel, Director
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education—childhood through adulthood; and vocational and technical education. Publications include major publications that provide in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals.

The National Dropout Prevention Center (NDPC)
Jay Smink, Executive Director
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

The NDPC serves as a repository and clearinghouse of information for groups and individuals concerned with dropout prevention. The Center's mission is to significantly reduce the dropout rate in American schools by helping to develop public-private partnerships between schools, businesses, and communities to address this crisis. The Center publishes the quarterly *National Dropout Prevention Newsletter: A Series of Solutions and Strategies* serial; various other publications on such topics as dropout rates, mentoring, and identification; and handbooks for students and principals. The Center also maintains the FOCUS database, a collection of databases focused on dropout prevention.

National Maternal and Child Health Resource Center
Josephine Gittler
College of Law Building
University of Iowa
Iowa City, IA 52242
(319) 335-9073

The Center promotes the improvement of health and related services for children with special health care needs. Resource Center activities include the following: (1) maintenance of an information clearinghouse; (2) the conduct of research and preparation of reports; (3) the provision of consultation and technical assistance to agencies, institutions, and organizations; (4) the planning, design, and implementation of education and training materials and programs; and (5) the conduct of advocacy activities.

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET
Dialcom, Inc.
6120 Executive Boulevard, Suite 500
Rockville, MD 20852
(301) 881-9020

The National Center for Research in Vocational Education, University of California, Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

SpecialNet
GTE Education Services, Inc.
2021 K Street, NW, Suite 215
Washington, DC 20006
(202) 835-7300

The world's largest computer-based information network for education professionals, it consists of three parts: electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Assessment, Litigation, Rural, Bilingual, Spec.ed needs, and Transition.Voced are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week through virtually any telephone in the United States and Canada, as well as in seventy additional countries worldwide.

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

ERIC
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208
(202) 357-6289

The Educational Resources Information Center (ERIC), sponsored by the OERI, is designed to provide ready access to the English language literature dealing with education. It does so through products and services such as databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database, covering all aspects of education, and is accessible in most university, state, and large city libraries in at least one of three formats: (1) manual indexes, (2) on-line service, and (3) CD-ROM.

Family Resources Database
National Council on Family Relations
1910 W. County Road B, Suite 147
St. Paul, MN 55113
(612) 633-6933

This database consists of a computerized core collection of literature, programs, directories, and services of the family and allied fields. It represents the largest interdisciplinary collection of family-related information in the world. It fills information gaps among health sciences, psychology, sociology, education, social work, law, home economics, and other disciplines. Over one hundred and thirty subject areas representing the interdisciplinary family field are covered in the database. It can be accessed worldwide in reference departments of local university, college, and public libraries; medical centers and hospitals; or independently by personal computer.

FOCUS
A Dropout Prevention Database for Practitioners, Researchers, and Policymakers
National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in South Carolina)

FOCUS is a collection of databases focused on dropout prevention. Program Profiles and a Calendar of Events are two files presently available. Other files under development are Contacts in Dropout Prevention, Statistics, Resource Library, and Legislative Initiatives. FOCUS is accessible seven days a week by utilizing a personal computer and a modem through the normal long distance telephone lines. In addition, subscribers to Telenet may also access FOCUS.

LINK
Library and Information Network
Planned Parenthood Federation of American
National Education Department
810 Seventh Avenue
New York, NY 10019
(212) 603-4656

This database contains entries about brochures, programs, curricula, and audiovisual materials on sexuality education. Customized searches are available to provide the information needed to develop programs or publications. In addition, LINK staff will tap into DIALOG or BRS—extensive databases on medicine, education, and policy—for a minimal cost.

Research in Vocational Education (RIVE)
BRS Information Technologies, Inc.
8000 Westpark Drive
McLean, VA 22102
(800) 955-0906

This on-line database, managed by the Department of Education, University of California, Berkeley, contains descriptions of state-administered and federally administered vocational education program improvement (research, curriculum development, exemplary and innovative, and personnel training) projects funded wholly or in part by monies from the Carl D. Perkins Vocational Education Act. The primary advantage of accessing this file is that it contains descriptions of projects in progress and provides a valuable supplement to an ERIC search.

TASPP Computerized Information Base
National Center for Research in Vocational Education
Technical Assistance for Special Populations
University of Illinois Office
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, LEP students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and the academics. Entries include the following: reference materials, including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services, including curriculum centers, clearinghouses, computer-based information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff. This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number.

VECM Database
BRS Information Technologies, Inc.
8000 Westpark Drive
McLean, VA 22102
(800) 955-0906

Managed by the National Center for Research in Vocational Education, University of California, Berkeley, the Vocational Education Curriculum Materials (VECM) database provides on-line information on print and non-print curriculum products including textbooks, workbooks, slides, tapes, and microcomputer courseware. This database, conducted cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education, provides information on materials developed specifically for handicapped, disadvantaged, LEP, and bilingual students.

APPENDIX

ADDRESSES FOR RESOURCES

The publications listed should be ordered directly from the publisher listed in each annotation. Therefore, the following addresses are provided for your convenience. (If the item is available from a source other than the publisher, it is noted in the annotation.)

Academy for Educational Development
Publications Department
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800 (in Virginia)
(800) 545-AACD

Cambridge University Press
110 Midland Avenue
Port Chester, NY 10573
(914) 937-9600

Capitol Publications, Inc.
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444 (in Virginia, call collect)
(800) 327-7203

Center for Community Education
School of Social Work
Rutgers, The State University of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-7798

Center for Social Welfare Research
School of Social Work
University of Washington
Seattle, WA 98195
(206) 543-5640

Center on Evaluation, Development, and Research
Phi Delta Kappa
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

The Coalition on Human Needs
1000 Wisconsin Avenue, NW
Washington, DC 20007
(202) 342-0726

Committee for Economic Development
1700 K Street, NW, Suite 700
Washington, DC 20006
(202) 296-5860

Council of Chief State School Officers
379 Hall of the States
400 N. Capitol Street, NW
Washington, DC 20001
(202) 393-8161

The Council of State Policy and Planning Agencies
National Governors' Association
Hall of the States
444 North Capitol Street, Suite 250
Washington, DC 20001-1572

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

Displaced Homemakers Network
1411 K Street, NW, Suite 930
Washington, DC 20005
(202) 628-6767

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
(303) 830-3692

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Box 40, 525 W. 120th Street
New York, NY 10027
(212) 678-3433

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304-6409
(800) 227-3742

Family Impact Seminar
American Association for Marriage and Family Therapy
Research and Education Foundation
1717 E Street, NW, Suite 407
Washington, DC 20006
(202) 429-1825

Family Resource Coalition
230 N. Michigan Avenue, Suite 1625
Chicago, IL 60601
(312) 726-4750

Ford Foundation
Office of Communications, Department L
320 E. 43rd Street
New York, NY 10017

William T. Grant Foundation
Commission on Work, Family and Citizenship
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 301
Washington, DC 20036-5541

Humanalysis, Inc.
444 Broadway
Saratoga Springs, NY 12866
(518) 587-3994

Manpower Demonstration Research Corporation
3 Park Avenue
New York, NY 10016
(212) 532-3200

MDC, Inc.
1717 Legion Road
P.O. Box 2226
Chapel Hill, NC 27514

Morning Glory Press
6595 San Haroldo Way
Buena Park, CA 90620
(714) 828-1998

National Academy Press
2101 Constitution Avenue, NW
Washington, DC 20418
(202) 334-3313

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

National Child Labor Committee
1501 Broadway, Room 1111
New York, NY 10036
(212) 840-1801

National Coalition for Women and Girls in Education
%Displaced Homemakers Network
1411 K Street, NW, Suite 930
Washington, DC 20005
(202) 628-6767

National Governors' Association
Hall of the States
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572

National Resource Center for Youth Services
202 W. Eighth Street
Tulsa, OK 74119-1419
(918) 585-2986

Project on Equal Education Rights
%NOW Legal Defense and Education Fund
99 Hudson Street, 12th Floor
New York, NY 10013
(212) 925-6635

Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
(215) 592-9099

The RAND Corporation
Publications Department
1700 Main Street
P.O. Box 2138
Santa Monica, CA 90406-2138

The Urban Institute Press
2100 M Street, NW
Washington, DC 20037
(202) 833-7200

U.S. Department of Labor
Women's Bureau
230 S. Dearborn Street, Room 1018
Chicago, IL 60604
(312) 353-6985

The Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Wellesley College
Center for Research on Women
Wellesley, MA 02181

Wider Opportunities for Women
1325 G Street, NW, Lower Level
Washington, DC 20005
(202) 638-3143

WTG
1001 Connecticut Avenue, NW, Suite 301
Washington, DC 20036-5541

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Fulfilling the promise: A guide to the sex equity provisions of the Vocational Education Act. Peer policy paper, 22

GAIN: Child care in a welfare employment initiative. California's Greater Avenues for Independence program, 17

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Improving schooling to reduce teenage pregnancy (ERIC Digest No. 28), 21

In their own voices: Young women talk about dropping out, 29

Job Training Partnership Act and women. *Jobs Watch Alert.* (ERIC Document Reproduction Service No. ED 252 644), 17

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New chance: Lessons from the pilot phase, 12

New partnerships: Education's stake in the Family Support Act of 1988, 20

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Pregnant and parenting teens: Statistics, characteristics, and school-based services (ERIC/CUE Trends and Issues Series No. 1), 21

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Resources for strengthening teen pregnancy and parenting programs, 3

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Teen pregnancy: Impact on the schools. A special report from the Education Research Group, 8

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NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP)
of the
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Susan B. Asselin, Ph.D.
Associate Professor
Vocational Special Needs Education
Virginia Polytechnic Institute and
State University

James Brown, Ph.D.
Associate Professor
Department of Vocational
Technical Education
University of Minnesota

Earl Brunberg
Assistant Director of Vocational
Education
Northeast Technical College(MN)

Nan Coleman
Vocational Director
Durham City Schools (NC)

Robert Crain, Ph.D.
Professor of Sociology and Education
Teachers College
Columbia University (NY)

Gareth Hoachlander, Ph.D.
President, MPR Associates, Inc.
Berkeley, CA

Carole Johnson, Ph.D.
Associate Vice President
Research and Planning
Colorado Community College and
Occupational Education System

Jeanne Lopez-Valadez
Director, Capacity Building
for States (CPS) Project
Northwest Educational Cooperative (IL)

L. Allen Phelps, Ph.D.
Professor and Head, Department
of Vocational Technical Education
University of Illinois

Jeanne Repetto, Ph.D.
Director, Project RITS: Reciprocal
Instruction for Transition Specialists
Department of Special Education
University of Florida

Frank Rusch, Ph.D.
Director, Secondary Transition
Intervention Effectiveness Institute
University of Illinois

Lynda L. West, Ph.D.
Associate Professor
Department of Teacher Preparation
and Special Education
George Washington University
Washington, DC

Gail Zellman, Ph.D.
Research Psychologist
RAND Corporation
Santa Monica, CA

NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP) of the
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed at the University of Illinois, a subcontractor of the Center, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations.

The TASPP goals are to (1) provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; (2) initiate and support networks of professionals serving the vocational education needs of special groups; and (3) provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

For more information on the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley, please contact

Dr. Carolyn Maddy-Bernstein, Director
Ms. Sheri C. Kallembach, Assistant Director
University of Illinois
Vocational and Technical Education
345 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0807